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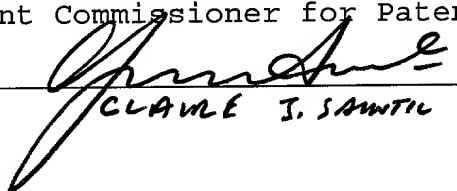
Applicants : James B. Riley and Patrick M. Toomey
For : ELECTRONIC NOTE TAKING SYSTEMS AND
METHODS

EXPRESS MAIL CERTIFICATION

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Date of Deposit: August 11, 2000

I hereby certify that this transmittal letter and the other papers and fees identified in this transmittal letter as being transmitted herewith are being deposited with the United States Postal Service "Express Mail Post Office to Addressee" service under 37 C.F.R. § 1.10 on the date indicated above and are addressed to the Hon. Assistant Commissioner for Patents, Washington, D.C. 20231.


CLAUDE J. SAMTIC

BOX PATENT APPLICATION
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TRANSMITTAL LETTER FOR UNEXECUTED
ORIGINAL PATENT APPLICATION

Sir:

Transmitted herewith for filing are the
[X] specification; [X] claims; [X] abstract; and
[X] unexecuted declaration, for the above-identified patent
application.

Also transmitted herewith are:

[X] 15 sheets of:

[] Formal drawings.

[X] Informal drawings. Formal drawings will be filed
during the pendency of this application.

[] An assignment of the invention to _____.

[] A check in the amount of \$40.00 to cover the
recording fee.

09/637388-094100

[] Please charge \$40.00 to Deposit Account No. 06-1075 in payment of the recording fee. A duplicate copy of this transmittal letter is transmitted herewith.

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FOR	NUMBER FILED	NUMBER EXTRA	RATE	FEE
BASIC FEE				\$ 345.00
TOTAL CLAIMS	44 - 20 = 24	x \$ 9 =		\$ 216.00
INDEPENDENT CLAIMS	4 - 3 = 1	x \$ 39 =		\$ 39.00
MULTIPLE DEPENDENT CLAIMS		+ \$130 =		\$.00
TOTAL				<u>\$ 600.00</u>

- [] A check in the amount of \$ _____ in payment of the filing fee is transmitted herewith.
- [X] This application is being filed unaccompanied by a filing fee. The appropriate filing fee will be paid in response to a Notice to File Missing Parts, pursuant to 37 C.F.R. § 1.53(f).
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CORRESPONDENCE INFORMATION

APPLICATION INFORMATION

REPRESENTATIVE INFORMATION

CONTINUITY INFORMATION

This application is a:: NON PROV. OF PROVISIONAL

[illegible]

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2
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ELECTRONIC NOTE TAKING
SYSTEMS AND METHODS

This application claims the benefit of United States provisional application serial No. 60/203,180, filed May 8, 2000.

Background of the Invention

This invention relates to electronic document systems. More particularly, the invention relates to note taking methods and systems that may be used in conjunction with computer-based interactive learning programs. It also relates to methods for creating, publishing, and receiving revenue from computer-based interactive learning programs.

The Internet comprises a vast number of computers and computer networks that are interconnected through communication links. The interconnected computers exchange information using various services, such as electronic mail (e-mail), and the World Wide Web ("WWW" or "Web"). The Web service allows a server computer system (i.e., a server of Web site) to send graphical Web pages of information to a remote client computer system. The remote client computer system may then display the Web pages. Each resource (e.g., computer or Web page) is uniquely identifiable by a Uniform Resource Locator ("URL"). To view a specific

Web page, a client computer system specifies the URL for that Web page in a request, such as a Hyper Text Transfer Protocol ("HTTP") request. The request is forwarded to the Web server that supports that Web page. When that Web server receives the request, it sends that Web page to the client computer system. When the client computer system receives that Web page, it typically displays the Web page using a browser. A browser is usually a special-purpose application program that requests and displays Web pages.

Currently, Web pages are typically defined using Hyper Text Markup Language ("HTML"). HTML provides a standard set of tags that define how a Web page is to be displayed. When a user indicates to the browser to display a Web page, the browser sends a request to the server computer system to transfer to the client computer system an HTML document that defines the Web page. When the requested HTML document is received by the client computer system, the browser displays the Web page as defined by the HTML document. The HTML document contains various tags that control the displaying of text, graphics, controls, and other features. The HTML document may contain URLs of other Web pages available on that server computer system or other server computer systems.

The Web is well suited for providing educational programs to users located all over the world. Web sites have recently emerged to which students may "log on" and participate in various learning programs available therein. Many educators realize that this form of instruction is close to having a personalized instructor for each student, which is viewed by many as the ideal learning environment. Accordingly, in order to provide a better

learning environment that more closely approaches the ideal environment, many educators are turning to computers and the Internet. Through the use of computers, learning programs may be developed that provide both instruction and feedback virtually simultaneously. For example, a general course of instruction may be presented to an individual after which the computer may query the individual regarding the principles just learned. The computer can then tally the score and provide the score to the individual. This allows the individual to return to information not learned and review that material again. Another advantage of computers is that they allow the pace of instruction to be varied according to the ability of the individual to learn. Furthermore, computers with Internet access can be used to enhance personal learning outside the traditional "bricks and mortar" educational environment. Computers thus hold great potential for enhancing the learning environment.

Current utilization of computers as part of the learning environment includes the use of tutorial-style programs to teach a wide array of skills. With the advent of educational Web sites, "distance learning" is now possible through educational programs available at certain Web sites. One such Web site is Learn.com located at <http://www.Learn.com>, the assignee of this application. At the Learn.com Web site, a user may log on and select from among a variety of free educational programs to learn a certain skill or subject.

Computer programs designed to aid in the learning process typically first present a section of information and then test the individual based on the information presented. The structures of these

programs are generally organized in a preset or predefined manner. Thus, like text books generally utilized in educational settings, the educational program presents a chapter of information and then
5 quizzes the user on the information contained in that chapter. The next chapter is then presented, if any, along with the associated test.

One shortcoming of many prior educational programs is that they fail to provide the student user
10 with a note taking feature that can annotate the educational program with personalized course notes that refer back to a particular portion of the program. As a result, if a user decides to go back and review a certain portion of the program, he or she may have to
15 pass through a significant amount of information which is already known.

Another shortcoming of current computer-based educational programs is related to revenue generation. As with other business concerns, educators wish to be
20 paid for the work required to generate such educational programs. In the past, individual authors had essentially two choices if they wanted to publish educational programs on the Internet: 1) contact the proprietor of an Internet site and post the program on
25 that site's server; or 2) post the program on the Internet themselves for free. In the first instance, the educator was often paid a flat fee for his or her work, and in the second instance the author was often not compensated at all. No mechanism existed that
30 allowed the educator to be compensated for his or her work based on popularity.

Thus, in view of the foregoing, it would be desirable to provide an annotation tool that allows the user to annotate documents with personalized course

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notes that refer back to a particular portion of the document. It would also be desirable to provide computerized course generation and revenue sharing methods that allow authors to create, publish, and receive revenue for their educational programs based on course popularity.

Summary of the Invention

It is therefore an object of the present invention to provide an annotation tool that allows the user to annotate documents with personalized course notes that refer back to a particular portion of the program.

It is another object of the present invention to provide an annotation tool that allows users to annotate electronic documents of any kind, whether or not related to courses, with annotations that are stored and searchable by other parties.

It is another object of the present invention to provide computerized course generation and revenue sharing methods that allow authors to create and publish educational programs and to receive revenue for those programs based on their popularity.

In accordance with these and other objects of the present invention, annotation and educational course generation methods are provided. One aspect of the invention provides an annotation tool for use in conjunction with computer generated documents. Such methods are described, for example, in Riley et al. United States provisional application No. 60/203,180, which is hereby incorporated by reference in its entirety. The annotation tool enables the user to copy selected portions of the document or to enter personalized notes in an annotation field. The notes

Another aspect of the present invention allows users to annotate electronic documents of any kind. The annotations are saved and are searchable by other users. The annotations may be associated with the annotated documents.

Brief Description of the Drawings

20 FIG. 1 is an illustrative example of a
listing from which a user may choose a certain category
of documents.

FIG. 3 is an illustrative example of a document showing one possible embodiment of an annotation field in accordance with the principles of the present invention.

30 FIG. 4 is an illustrative example of a
document showing the annotation field of FIG. 3 in use.

FIG. 5 is an illustrative example of a course notes summary in accordance with the principles of the present invention.

5 FIG. 6 shows the annotation field of the present invention in a collapsed state and icon for recalling the annotation field.

FIG. 7 is an illustrative example of a document showing a link to a course authoring utility of the present invention.

10 FIG. 8 is another illustrative example of a document showing a link to the course authoring utility of the present invention.

FIGS. 9-14 are screen displays generated by the course authoring utility of FIGS. 7-8.

15 FIG. 15 is another illustrative example of a document showing a link to the author's control center.

Detailed Description of the Preferred Embodiments

One embodiment of the present invention provides a method and tool for annotating computer-based documents. Such documents may include, but are not limited to, spreadsheet documents, documents generated by word processor programs such as WordPerfect™ or Microsoft Word™, Internet documents such as Web pages or portions of Web pages, or any other
20 suitable computer compatible or computer-based document. Such documents may include text-based information, graphical information, or video information, or a combination thereof.

25 In one embodiment of the present invention, the annotation tool may be a "stand alone" computer program that can be invoked by a user and associated with a particular document. For example, a user working in a word processor document may call an
30

externally located annotation tool for use with that document. In other embodiments, however, the annotation tool may be resident within the application program currently in use. A user browsing a Web page, for example, may invoke an annotation tool that is resident at the Web site. If desired, the annotation tool may be configured such that it automatically becomes active whenever a user enters a specific document or Web site.

Notes or other annotations may include any suitable content. For example, notes or annotations may include text, graphics, video, audio, animations, any other suitable content, or a combination thereof. Notes or other annotations may be stored in any suitable format using any suitable storage device or combination of formats and devices. For example, notes or other annotations may be stored in a database, as separate documents using suitable document management software, or using any other suitable approach. The notes or other annotations may be stored on, for example, hard-disks, floppy disks, tapes, recordable optical storage media, in RAM, or any other suitable storage device. If desired, pointers, links, universal resource locators (URLs), identifiers, or other indicators of source documents (e.g., word processing documents, spread sheets, web pages, etc.) may be stored to associate notes or other annotations with source documents.

In some embodiments of the present invention, notes or other annotations may be stored at a server (e.g., on an Internet server, application server, or other server). This allows users to access their notes or other annotations regardless of the users' locations. In some embodiments the notes or other

annotations may be stored on a storage device at the users' locations, or on both a server and a storage device at the users' locations.

5 The notes may be searchable. For example, user may use well-known "find" features to find particular strings in the notes. In another suitable approach, users may search notes using known web-searching techniques. For example, the annotation feature of the present invention may allow users to
10 annotate web pages. The system may store the notes to create a searchable notes database for web pages. Notes may be made available for searching by any user using a web browser. The system may allow users to, for example, search all of the available notes of the
15 web documents for desirable information using, for example, a web browser and known web searching techniques.

20 The system may allow users to access electronic documents associated with the annotations using any suitable approach. For example, the system may allow users to access associated web documents based on URLs stored with or separately from notes. As another example, the system may allow users to access associated documents stored on computers based on
25 references stored with or separately from notes.

Broadly speaking, a user may enter a document or browse a certain Web page. This is generally depicted in FIG. 1 wherein a user is browsing the home page of the Learn.com Web site. Next, the user may
30 select a particular category of documents to view from a group of categories 10. In this particular example, the user is selecting a program from a group of educational programs (courses) available at the Learn.com Web site. It will be understood, however,

that users may select from any list of computer-based documents. For example, document selection may occur from a group of word processor files.

FIG. 2 shows list of courses 12 available in the "Automotive" category listed in FIG. 1. Assuming the second listing, *Fight High Gas Prices*, is selected, the course shown in FIG. 3 is displayed. Observe the "Your Notes" annotation field 14 displayed in the upper right hand corner. As mentioned above, annotation field 14 may be generated automatically upon entering the course or may be invoked by selecting a menu option (not shown). Once annotation field 14 is displayed, the user may enter any type of graphical or text-based notes therein. For example, the user may copy and paste information from the displayed page to annotation field 14, or may type or write his or her own personalized information. Hereinafter, the term "notes" will be used to describe any such information entered into the annotation field.

Notes entered into the annotation field may be course specific, page specific, or both. That is, if the user is browsing course notes generated from annotation field 14 (discussed in more detail below), the notes may contain a reference back to the portion of the document where the notes were taken. This may include a link back to the course page or a listing of the chapter and page number of the document (if applicable).

Using the arrangement shown in FIG. 4, the user may review and edit information in annotation field 14. This may be accomplished, for example, by using scroll bar 16 on the right hand side of annotation field 14 to arrive at a particular point in

the notes. Once at the desired point, various known editing procedures may be performed. In some embodiments, annotation field 14 may only contain information that was entered with respect to a displayed page. For example, each displayed page may have its own dedicated annotation field 14. In this case, the user may only review and edit a section of the notes that refer to a particular page of the course. Thus, if it is desired to edit notes that refer to another page, the user must go to that page. In other embodiments, however, annotation field 14 may be continuous so that the entirety of the notes taken may be viewed and/or edited simply by using scroll bar 16. Such features may be selectable by the user.

As shown in FIG. 4, a user may save the notes in annotation field 14 by clicking the on-screen "Save Notes" button 18 located just below annotation field 14. The save feature may be user-defined so that it is page-specific, saves a portion of the course notes, or is cumulative for the course. The information in annotation field may also be saved in sequential order. This allows the user to print either a portion or a complete copy of the course notes arranged in a "first-in, first-out" sequential order. If desired, however, the notes may also be arranged in a user-defined order and then saved and/or printed.

A user may generate a summary of the course notes by clicking on link 20 entitled "Printable Notes Summary" located below the "Save Notes" button (FIG. 4). As shown in FIG. 5, course notes summary 22 may be arranged in a table format which includes a sequential listing 24 of the information entered in annotation field 14. This information may be arranged by chapter or section (if applicable) and by page number if

desired. In other embodiments, the information contained in or the arrangement of the contents of course notes summary 22 may be user-defined (not shown). Summary 22 may also include the name of the course user as well as the course or document title.

To provide simple and efficient access points to the course or document, course notes summary 22 may supply the user with a link 25 back to the document page on which it the note was taken. This is shown in FIG. 5 wherein links 25 to the chapter and page number of the notes are contained in "Page" column 26 on the left-hand side of the page. Simply clicking on link 25 brings the user back to the point in the course where the note was taken. This allows the user to quickly return to a specific point in the course or document. Notes that are updated within a course are preferably automatically updated as part of the course notes summary.

Users may also scroll through notes for a particular chapter in course summary 22 using a scroll bar 27 located at the right hand side of the "Your Notes" column 28 (shown in FIG. 5). The page reference may automatically update to reflect the page at which the note currently shown was taken.

In an Internet-based embodiment of the present invention, notes information associated with a particular course may be stored at the course provider's location (e.g., the course provider's Internet server). This allows the user to access his or her notes information every time the course is revisited regardless of the user's location. In some embodiments, however, a user may be able to store a version of the notes at his or her location. This

enables the user to copy and access the notes when not using the original document or course.

5 If desired, the user may "turn off" the annotation field by clicking on the X (designated as reference numeral 15) in the upper right hand corner of annotation field 14 (shown in FIGS. 3 and 4). This collapses annotation field 14 to an icon 30 at the top of the screen called "Your Notepad" (shown in FIG. 6). At any time while in the course the user may simply
10 click on the "Your Notepad" icon 30 to return annotation field 14.

15 In embodiments where the notes information is considered to be proprietary, only the author or other designated party (e.g., the course administrator, system provider, or other party) may have access to that information. In other embodiments, the course provider may have sample notes or a course instructor's notes available to the public. If desired, the system may allow users to set whether their notes may be
20 accessed by other parties. In another suitable approach, the system may make access to users' notes mandatory.

25 Course authors or other designated parties with access to the stored notes may use the notes to improve the course or for other purposes. For example, the course notes may act as implicit feedback from course participants. This implicit feedback may provide insight into course effectiveness, how users relate to courses, or other feedback that the course
30 author may use to improve the course. The implicit feedback may provide course authors with insight into what users are struggling with, concerned about, like or dislike, that a canned request for explicit feedback might not provide. If desired, the implicit feedback

of the notes might be used in conjunction with explicit feedback from users. The explicit feedback may be within or separate from the notes.

Authors or other designated parties may use the notes as feedback to target users with suggestions, advice, or products. For example, an author may examine notes to determine if students are grasping concepts, to see how quickly users are going through the course, or if students have omitted important concepts from their notes. The author may provide information to the users using, for example, e-mail or other system messages. Authors or other parties may review notes to determine whether courses should be discontinued, or whether users require other courses that are not yet provided. The system may, for example, generate user profiles based on note content using known profiling techniques, and target advertisements to the users. Any other use of the notes as feedback may also be performed.

Another aspect of the present invention involves methods that allow authors to create their own instructional programs and receive revenue for publishing their courses on the Internet. Generally speaking, an author creates an instructional or educational program (course) and submits it for free or fee-based publication on the Internet. Internet users may then access a Web site where the instructional program is located and "take the course." Authors are compensated for their work based on the popularity of the course they submit for publication. One method of compensating authors is by sharing fees collected from course users. Another is by sharing a portion of the advertising revenue generated by their course. Such advertising may be located on some or all of the course

pages. A Web site proprietor and the course author may share advertising revenue generated by that course, for example, on 70% to 30% basis, respectively.

5 In order to motivate authors to create
courses, it is generally desirable to make this process
and the method of compensation as simple and efficient
as possible. FIG. 7 shows the Learn.com home page that
includes a "Write a Course" utility that helps authors
generate and submit instructional courses for Internet
10 publication. As shown in FIG. 7, an author may choose
either a "Write a Course" link 32 or a "Teach" menu
option 34 to begin writing a course. At this point the
author may be presented with legal documents such as an
"Author's Agreement" and a "Terms and Condition for
15 Use" contract that define the business relationship and
publication rights of the author and the Web site
proprietor (not shown).

20 Once the author has read and agreed to these
terms, he or she may begin writing a course by clicking
on "go" button 36 shown on the bottom of FIG. 8. This
may invoke an "Add Course Wizard" program 38 that may
prompt the author to name and describe the course, pick
a category for the course, and decide who will have
access to the final course document. For example,
25 Course Wizard program 38 may provide a screen, such as
screen 40, (FIG. 10) that includes a data entry field
42 in which the author may enter a suggested course
name. Course Wizard program 22 may also provide a
screen 44 (FIG. 11) with a data entry field 45 so that
30 the author may enter a suggested course category. Any
course may be password protected for privacy, if
desired, (FIG. 12) by entering a password in a data
entry field 47 of password screen 46. Such protection
may prevent unauthorized access to the course by

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persons other than the author (or persons with permitted by the author).

Next, Course Wizard program 38 may automatically install a small editing control program on the author's computer so that downloading the entire utility program is not required. Once all the information requested in FIGS. 9-12 is entered to the user's satisfaction, he or she may select a "Finish" button 50 that may create a course template and places the user in an "Edit Mode" screen 52 (FIG. 14). The author may now enter and edit course content into a text box using only a Web browser and the provided editing controls. When the author is satisfied with the course format and content, he or she may exit the course and submit it for review by the Web site's editorial staff. This may be done by selecting a "Submit the Course" link shown in the top center portion of FIG. 15.

The submitted courses may be reviewed and the authors notified as to whether their course has been selected for publication. If the course is approved for general publication, the author may receive a percentage of any advertising revenue generated by the course based on the number of page views. To keep track of course earnings, the author may access a private "Author's Control Center" 56 through the main Control Center on the proprietor's Web site that lists each course, the number of page views, and how much money the course has earned (shown on the left hand side of FIG. 15). Based on accumulated earnings for all courses, the author may automatically receive a check or electronic money transfer each time the account reaches a predetermined minimum value.

WHAT IS CLAIMED IS:

1. A method for annotating documents displayed on a computer system comprising:
displaying a document on a display screen;
invoking an annotation program such that an annotation field and the document are displayed simultaneously on the display screen; and
allowing a user of the annotation program to copy portions of material from the document to the annotation field.
2. The method of claim 1 further comprising allowing the user to enter user-defined information into the annotation field.
3. The method of claim 2 wherein the user-defined information is user notes.
4. The method of claim 1 wherein the document is a word-processor-based document.
5. The method of claim 1 wherein the document is a desktop-application-based document.
6. The method of claim 1 further wherein the document is a portion of an Internet site.
7. The method of claim 2 further comprising providing the user with the option of editing the information contained in the annotation field.

9. The method of claim 8 further comprising providing the user with the option of printing the information contained in the annotation field.

11. The method of claim 9 further comprising generating a summary of the information contained in a user-defined manner.

13. The method of claim 10 wherein the generating further comprises providing a reference to the portion of the document that the summary information refers to.

allowing each user of the plurality of users to search the notes of the other users of the plurality of users, wherein the notes of the plurality of other users were entered by each user of the

plurality of users in an annotation field simultaneously displayed with a document.

15. The method defined in claim 14 wherein storing the notes of a plurality of users comprises storing the notes on a server.

16. The method defined in claim 14 wherein storing the notes of a plurality of users comprises storing the each user's notes at that user's location.

17. The method defined in claim 14 wherein allowing each user of the plurality of users to search the notes of the other users of the plurality of users comprises allowing each user to search the notes using a web browser.

18. A document annotation system implemented on a computer having a display screen configured to:
display a document on the display screen;
invoke an annotation program such that an annotation field and the document are displayed simultaneously on the display screen; and
allow a user of the annotation program to copy portions of material from the document to the annotation field.

19. The system of claim 18 further configured to allow the user to enter user-defined information into the annotation field.

20. The system of claim 19 wherein the user-defined information is user notes.

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22. The system of claim 18 wherein the document is a portion of an Internet site.

24. The system of claim 19 further configured to provide the user with the option of saving the information in the annotation field.

26. The system of claim 25 further configured to generate a summary of the information contained in the annotation field.

28. The system of claim 27 further configured to provide a reference to the portion of the document that the summary information refers to.

store annotations of a plurality of users, wherein the notes of the plurality of other users were entered by each user of the plurality of users in an annotation field simultaneously displayed with a document; and

30. The system defined in claim 29 further configured to store the annotations on a server.

32. The system defined in claim 29 further configured to allow each user to search the annotations using a web browser.

allowing a user to annotate an
electronic document;

34. The method defined in claim 33 wherein storing the annotation comprises storing the annotations on a server.

36. The method defined in claim 33 wherein:
the electronic document is a web page;

allowing the user to search the annotations of the plurality of users comprises allowing the user to search the annotations using a web browser.

allowing the user to search the annotations of the plurality of users comprises allowing the user to search the annotations using a web browser.

the annotations of the plurality of other users were entered by each user of the plurality of other users in an annotation field simultaneously displayed with a document.

39. A document annotation system comprising at least one computer and configured to:

allow a user to annotate an electronic document;
store the annotation; and
allow the user to search the annotations of a plurality of other users.

40. The system defined in claim 39 further configured to store the annotations on a server.

41. The system defined in claim 33 further configured to store the annotations on a computer at the user's location.

42. The system defined in claim 39 wherein:
the electronic document is a web page;
and

the system is further configured to
allow the user to search the annotations of the
plurality of users using a web browser.

43. The system defined in claim 39 wherein:
the electronic document is a web page
related to an on-line course; and

the system is further configured to
allow the user to search the annotations of the
plurality of users using a web browser.

44. The system defined in claim 39 further configured to:

allow the user to enter the annotation
in an annotation field simultaneously displayed with
the electronic document; and

wherein the annotations of the plurality
of other users were entered by each user of the

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-25-

plurality of other users in an annotation field
simultaneously displayed with a document.

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Figure 1 consists of 12 sub-graphs, labeled (a) through (l), arranged in a 6x2 grid. Each graph plots a physiological parameter against time (0 to 10 minutes). The parameters are: (a) Heart rate (b/min), (b) Blood pressure (mmHg), (c) Mean arterial pressure (mmHg), (d) Cardiac output (l/min), (e) Stroke volume (ml), (f) Stroke volume index (ml/m²), (g) Stroke volume index (ml/m²), (h) Stroke volume index (ml/m²), (i) Stroke volume index (ml/m²), (j) Stroke volume index (ml/m²), (k) Stroke volume index (ml/m²), and (l) Stroke volume index (ml/m²). Each graph shows a baseline value and a response to a stimulus, with error bars indicating standard error.

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Fight High Gas Prices: Learn To Save At the Pump

Are you fed up with the oil companies raising gas prices? Want to fight back against their price gouging? You're not alone. There have been many reports in the media lately about what consumers can do to beat this blatant rip-off. There have even been e-mails circulating about an Internet-spread gasoline boycott or so-called "gas-out" scheduled for April 30th, 2000, when consumers are urged not to buy gas. But besides resorting to these warrior tactics or seeking alternate means of transportation until gas prices come back down again, what can consumers really do to fight back? Take this course to learn what you can do to win at the pump!

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Printable Notes

Summary

Rising Gasoline Prices

Traditionally, gasoline companies raise their prices just before Spring break, and keep them high all summer long. They usually don't come down until October, and then it's ever so slowly. They do this every year. But many people feel this time it's an outrage! In some parts of the country, gas prices have gone from \$1.09 a gallon to more than \$1.60 a gallon in a little less than 3 months! If you recall, the same thing occurred last year in March (1999), when prices rose nearly half a dollar in just a few short months. However, the difference between last year and this year is that prices are at an all-time high and according to reports, there is no relief for American's wallets.

In 1999, many people blamed the high gas prices on what was going on in Kosovo. And even though OPEC announced that they wanted to curtail production to get the oil prices up, the problem arose when only days later, many gas stations started raising their prices substantially. According to the laws of supply and demand, this drastic change in price should not have occurred so suddenly.

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In 1999, many people blamed the high gas prices on what was going on in Kosovo. And even though OPEC announced that they wanted to curtail production to get the oil prices up, the problem arose when only days later, many gas stations started raising their prices substantially. According to the laws of supply and demand, this drastic change in price should not have occurred so suddenly.

7

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Course: Reading a Textbook More Efficiently

Page	Your Notes
<u>Chapter 1 - Page 1</u> 25	Students need to recognize that reading may be the most demanding work they do while in school
<u>Chapter 2 - Page 1</u>	Here's a new note Changes... Publication date
<u>Chapter 3 - Page 1</u> 25	Ask yourself a question before each paragraph or section, then seek its answer. This will give you a definite purpose for your reading. Try inverting the sub-heading or first sentence into question form, using "who," "what," "when," or "how" if necessary.
<u>Chapter 4 - Page 1</u>	Research shows that 40 - 50% of the material we read is forgotten very shortly (about 15 minutes) after we read it.
<u>Chapter 6 - Page 1</u> 25	Summary Get to know your textbook by becoming familiar with its contents, and by previewing and reading each chapter. You will discover that when you first read through each chapter, you are reinforcing the information that you have already gathered.

22

24

25

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27

28

Internet

FIG. 5



Fight High Gas Prices! Learn To Save at the Pump

Are You Fed Up?

Fight Back!

You Can Make A Difference!

Tips To Save Gas

The Scoop on Gas-Saving Products

Real Money Saving Tips

How To Pay Less for Gas

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Your Notebook

Fight High Gas Prices: Learn To Save At the Pump

30

Are you fed up with the oil companies raising gas prices? Want to fight back against their price gouging? You're not alone. There have been many reports in the media lately about what consumers can do to beat this blatant rip-off. There have even been e-mails circulating about an Internet-spread gasoline boycott or so-called "gas-out" scheduled for April 30th, 2000, when consumers are urged not to buy gas. But besides resorting to these warrior tactics or seeking alternate means of transportation until gas prices come back down again, what can consumers really do to fight back? Take this course to learn what you can do to win at the pump!

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When asked why the prices are rising so rapidly, the oil companies make the following claims:

- OPEC is reducing the oil supply. Maybe, but why did all of the

Fig. 6

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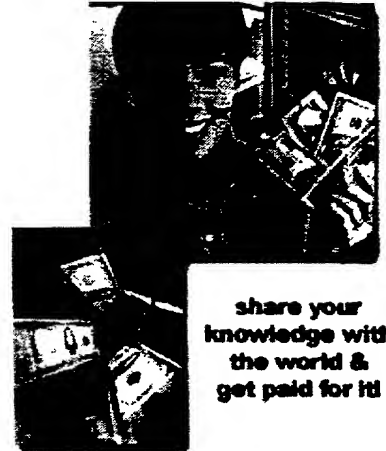
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FIG. 8

Learn.com Add Course Wizard

38

This "wizard" will help you create your own course by asking you a few simple questions.

Step 1 of 4

Enter the name for your course...

(This is the name that will appear in the course catalog.)

Exit

Next

Fig. 9

001180" 888 2 29612

Parameter	Unit	Value	Standard Error	t-Statistic	p-Value
Intercept		1.0000	0.0000	1.0000	0.0000
Age	Years	0.0000	0.0000	0.0000	0.0000
Gender		0.0000	0.0000	0.0000	0.0000
Marital Status		0.0000	0.0000	0.0000	0.0000
Education	Years	0.0000	0.0000	0.0000	0.0000
Income	Thousands of Dollars	0.0000	0.0000	0.0000	0.0000
Health Insurance		0.0000	0.0000	0.0000	0.0000
Unemployment Insurance		0.0000	0.0000	0.0000	0.0000
Disability Insurance		0.0000	0.0000	0.0000	0.0000
Life Insurance		0.0000	0.0000	0.0000	0.0000
Retirement Savings		0.0000	0.0000	0.0000	0.0000
Charitable Contributions		0.0000	0.0000	0.0000	0.0000
Gifts		0.0000	0.0000	0.0000	0.0000
Estate Tax		0.0000	0.0000	0.0000	0.0000
Gift Tax		0.0000	0.0000	0.0000	0.0000
Capital Gains Tax		0.0000	0.0000	0.0000	0.0000
Dividend Tax		0.0000	0.0000	0.0000	0.0000
Interest Tax		0.0000	0.0000	0.0000	0.0000
Property Tax		0.0000	0.0000	0.0000	0.0000
State Tax		0.0000	0.0000	0.0000	0.0000
Federal Tax		0.0000	0.0000	0.0000	0.0000
Total Tax		0.0000	0.0000	0.0000	0.0000

Step 3 of 4

Our catalog of courses is broken down by category. You may choose either an existing category or suggest a new one...

OR

e...
- 45

Next

FIG. 11

Final Step

Decide who will have access to your course when it is completed...

You may let anyone access your course or you may password protect it so that only people you choose will be able to see it.

If you want to protect your course, enter a password here...

(If you leave this box blank, anyone will be able to see your course and you will qualify to earn a percentage of the banner advertising revenue generated by your course.)

Exit Back Next

Figure 1 consists of 12 subplots arranged in a 6x2 grid, labeled (a) through (l). Each subplot shows the time evolution of a specific parameter over a time interval from 0 to 10,000. The y-axis for all plots ranges from 0 to 10,000. The x-axis for all plots ranges from 0 to 10,000. The subplots are as follows:

- (a) S : Starts at 10,000 and decreases to approximately 5,000 by time 10,000.
- (b) I : Starts at 0, increases to a peak of approximately 5,000 around time 2,000, and then decreases to approximately 1,000 by time 10,000.
- (c) R : Starts at 0 and increases to approximately 5,000 by time 10,000.
- (d) E : Starts at 0, increases to a peak of approximately 5,000 around time 2,000, and then decreases to approximately 1,000 by time 10,000.
- (e) H : Starts at 0, increases to a peak of approximately 5,000 around time 2,000, and then decreases to approximately 1,000 by time 10,000.
- (f) H : Starts at 0, increases to a peak of approximately 5,000 around time 2,000, and then decreases to approximately 1,000 by time 10,000.
- (g) β : Starts at 0.001 and increases to approximately 0.005 by time 10,000.
- (h) γ : Starts at 0.001 and increases to approximately 0.005 by time 10,000.
- (i) δ : Starts at 0.001 and increases to approximately 0.005 by time 10,000.
- (j) α : Starts at 0.001 and increases to approximately 0.005 by time 10,000.
- (k) λ : Starts at 0.001 and increases to approximately 0.005 by time 10,000.
- (l) μ : Starts at 0.001 and increases to approximately 0.005 by time 10,000.

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FIG. 12

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

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FIG. 13

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Current Chapter Title:

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 **Current Page Title:**

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Save Changes

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IMPORTANT: Pressing the Enter key will create a paragraph break (a blank line will be added). To start a new line without a blank line above it, hold down the shift key and hit Enter.



Page Notes (Your personal notes for use while you write your course.)

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Fig. 15

LC-1

DECLARATION AND POWER OF ATTORNEY

As a below named inventor, I hereby declare that:

My residence, post office address and citizenship are as stated below next to my name;

I believe I am an original, first and sole inventor (if only one name is listed below) or an original, first and joint inventor (if plural names are listed below) of the subject matter which is claimed and for which a patent is sought on the invention entitled:

ELECTRONIC NOTE TAKING SYSTEMS AND METHODS

the specification of which

☒ [X] is attached hereto

☐ [] was filed on _____ as
Application Serial No. _____.

I hereby state that I have reviewed and understand the contents of the above-identified specification, including the claims.

I do not know and do not believe that the invention was ever patented or described in any printed publication in any country before my or our invention thereof or more than one year prior to this application.

I do not know and do not believe that the invention was in public use or on sale in the United States of America more than one year prior to this application.

I acknowledge the duty to disclose to the United States Patent and Trademark Office all information known by me to be material to patentability as defined in Title 37, Code of Federal Regulations, § 1.56.

I hereby claim foreign priority benefits under Title 35, United States Code, § 119(a)-(d) of any foreign application(s) for patent or inventor's certificate listed below and have also identified below any foreign application for patent or inventor's certificate having

09637388-084100

Prior Foreign Application(s)

(Number)	(Country)	(Filing Date)	[] Yes	[] No
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<u>60/203,180</u>	<u>May 8, 2000</u>
(Application Serial No.)	(Filing Date)
<u>(Application Serial No.)</u>	<u>(Filing Date)</u>

I hereby claim the benefit under Title 35, United States Code, § 120 of any United States application(s) listed below and, insofar as the subject matter of each of the claims of this application is not disclosed in the prior United States application in the manner provided by the first paragraph of Title 35, United States Code, § 112, I acknowledge the duty to disclose to the United States Patent and Trademark Office all information known by me to be material to patentability as defined in Title 37, Code of Federal Regulations, § 1.56 which became available between the filing date of the prior application and the national or PCT international filing date of this application:

(Application Serial No.)	(Filing Date)	(Status) (patented, pending, abandoned)
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As a named inventor, I hereby appoint the following attorneys or agents to prosecute this application and transact all business in the United States Patent and Trademark Office connected therewith:

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(212) 596-9000

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Section 1001 of Title 18 of the United States Code and that such willful false statements may jeopardize the validity of the application or any patent issued thereon.

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